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ABSTRACT

While much progress has been made since the creation of the Utah State Library Commission more than two decades ago, much more remains to be done to improve library and information services in the state. There is a critical need in school media centers for professionally trained library personnel where non-professionals may now be substituting, and many school media programs are not rated high enough to receive sufficient funds for adequate programming. There is little effort to hire adequate library media supervisors at the district level. In the public libraries, there is a movement to provide services on a pay as you go basis, ignoring the right of free information access. Services are hampered by lack of county wide library systems. Public relations and awareness programs are needed, and standards for certification of public librarians are non-existent. Urban localities are receiving the best services while rural areas are lacking. Academic libraries require more funding, facility space, and professional personnel, to function as libraries and learning resource centers. Resource surveys of special libraries are needed. Improved indexing and cataloging practices are also needed to provide access and networking with other libraries, as well as improved bibliographic and information utilization instruction, and innovative practices to improve traditional and non-traditional library services. (MBR)

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A STATUS REPORT ON LEVELS OF LIBRARY AND INFORMATION SERVICES OF UTAH LIBRARIES

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

FOR THE UTAH GOVERNOR'S CONFERENCE

ON

LIBRARY AND INFORMATION SERVICES

At

Little America Hotel

Salt Lake City, Utah

April 9, 10, 11, 1979

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PREFACE

The task assigned to the author of this background paper was to determine the current levels of library and information services by type of library based upon available studies and data on Utah Libraries. Such a task requires considerable study of existant documents and cooperation with the agencies which maintain the data. Appreciation is expressed to the State Library Commission of Utah and the Utah State Board of Education personnel for their help and assistance, and especially to Amy Owen of the Utah State Library and Kenneth Neal of the Utah State Board of Education, Division of Technical Assistance.

Several regional library speak-outs were held in each area of the State between September 25 and November 17, 1978. During these speak-outs, the need became apparent for clarification of the roles and functions of the types of libraries, including school library media programs, public library and information services, academic libraries (college and university) as well as special libraries (business, industrial and other settings, such as government agencies).

The purpose of this paper is to explain the roles by types of libraries, to present in non-technical language a brief descriptive study of Utah library and information services with limited statistical treatment, and review the status of the levels of library and information services. Although the academic background and work experience of the author has included all types of libraries, the challenge of such a task is obvious. Hopefully, this paper will serve a useful and informative purpose for the Utah Governor's Conference of Library and Information Services.

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THE STATUS OF UTAH LIBRARY AND INFORMATION SERVICES, 1978

A Two Page Summary by R. Kent Wood

"A library is an institution and is subject to the same laws of growth as other social institutions."* Citizens and government officials do not understand the unique roles of school library media centers, public libraries, academic, and special libraries. Each fulfills a function with the development of materials collections (book and audiovisual) designed to meet the needs of individuals in the special clientele each type library serves.

Much progress has been made from the creation of the Utah State Library Commission (which was the last in the nation to be established) more than two decades ago. Much more remains to be done to improve library and information services during the next two decades. The review of the status of Utah Libraries and Information Services reflects:

1. There is a critical need to have professionally prepared library media personnel in the elementary schools where some administrators have assigned secretaries, aides and other para-professionals to perform specialists' functions. It is essential that this deficiency be remedied in the media centers where future citizens form life-time habits for reading, viewing and listening.

2. Many districts do not rate library media services high enough to allocate sufficient funds to maintain adequate programs. Few districts may be identified with excellent programs.

3. Little has been done to prepare and hire library media supervisors at the district level, except in the largest districts. Most of the personnel serving in supervisory positions have the title with little training or preparation in their backgrounds meriting such assignments.

4. A movement to have public library information services provided on a "pay-as-you-use-the-library" basis reflects ignorance on the important role the free public library plays as a guarantee of freedom. Most public libraries need more than double the current allotments to provide adequate services and are hampered by the lack of county wide library systems. Better public relations and awareness programs are needed.

5. Standards for certification and professional preparation of public librarians are non-existant. Research shows that professional preparation is essential for efficient leadership and administration of public libraries. Public librarians have too often been appointed on the basis of someone in the community needing work. This must be corrected for development of adeqaute services and efficient use of public funds.

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*Joseph A. Geddes, "The Heart Of The Utah Library Problem: A One Page Statement," n.d., courtesy of BYU Special Collections, Lee Library.

6. Far too wide a distance continues between library ideology, objectives, and practices. Favored urban localities are getting the best services while many rural areas lack the development of adequate library and information services need by all Utah citizens.

7. Academic libraries are becoming "libraries and learning resources programs" which are in line with a recent recommendation of the Carnegie Commission on Higher Education, but with little additional funding being provided to carry out this new role. Although some savings may be realized by consolidating information/instructional resources, funding is to a crisis level for academic libraries. With research journals increasing in price for some titles to more than 2000 percent, more funding is mandatory.

8. Reflecting the general need for more space is Utah State University with only 1/3 the recommended seating space as suggested by the national library standards. Other academic libraries are cramped in space, excepting Brigham Young University Library just completed. Academic institutions haveing rather recent constructed library buildings are also facing growth problems for collections and seating.

9. Personnel shortages continue to exist in academic libraries. One recent survey completed in 1978 reflects one Utah university library was understaffed by as many as 15 professionals. Few of the academic libraries have appropriate ratios of professional/clerical staff.

10. Little data concerning special libraries and information services in Utah exists. A survey of the existant resources is needed. Improved indexing and cataloging practices are needed to provide access and networking with the other library and information services in the state. Although special libraries are by design limited to institutional use first, these unique collections could greatly improve the information services in the state if the collections were better indexed and tied into a state-wide networking system.

11. Bibliographic and information instruction should be reviewed, especially in the academic and school library media centers. The knowledge/information industries now account for more than half our national product, surpassing agriculture and mining as the essential resource for production. With this abundance of information, the basic knowledge of how to access information and use libraries is now even more important. All libraries should assess the needs of their users and improve bibliographic and information utilization instruction.

12. New information technologies, such as videodisc and microcomputers, are beginning a new revolution which helps deal with the storage retrieval, and use of information. All libraries must be aware of and prepared to innovate new practices which will improve the traditional and non-traditional library services.

BACKGROUND AND SETTING

Utah citizens have prided themselves on their committment to education and support of learning. Closely associated with this endevor has been a less dominant concern for libraries and information services.

As early as 1843, Brigham Young, Utah's first governor, promoted the collection of books and other materials allied to learning. An early legislature of 1851 was successful in gaining a federal grant of $5,000 for purchase of a "Territorial Library" predating by a full century federal aid to Utah libraries provided by the United States Library Services Act of 1956. Although the vital beginning of Utah library and information services gained wide support for the time, many communities, academic institutions, and schools failed to provide adequate resources to continue the improvement of this important quality of life element. (Wood, 1964)

A study by two sociologists presented evidence of great differences among libraries in the state of Utah in 1956:

> ...At one end are marginal libraries barely able to continue the most limited of services; at the other are well integrated systems with numerous outlets close to the people. The low salaries paid to most librarians are matched by the meager library training required of them. Along side of library isolation and independence which virtually eliminate interlibrary cooperation may be found a few carefully planned and smoothly operating systems based on principles of cooperation. Extremes of legislative indifference and social neglect are numerous. Here and there local initiative and favorable economic conditions have combined to create excellent library systems. There is no state-wide library system. (Geddes and Fredrickson, 1956, p. 5)

The Utah Library Law, introduced as Senate Bill no. 86 on January 25, 1957, provided for a state library and library services under direction of the Utah State Library Commission. On March 8, 1957, the bill was approved by the Senate as a special order of business, and after some changes passed with 23 yeas, 0 nays, and 2 absent votes. The bill later passed the House and the Governor signed the act into law March 26, 1957. (Flake, 1957)

Russel L. Davis, state librarian, reported "Utah Under The Library Services Act: The First Five Years" suggesting a more appropriate title would be "The First Five Years In Four" since Utah accomplished a five year program in four years. (Davies, 1962, p. 7)

Utah, at the passage of the United States Library Services Act of 1956, had but eight cities of more than 10,000 population, and hence Utah, with the exception of these cities, was considered rural by the terms of the Act. The admirable attempt to develop library service will never remove the blot on Utah Library and Information Services History of being "the last state in the Union to develop a state library agency" at that crucial time.

Not until 1966, with the establishment of the Division of Instructional Media of the Utah State Board of Education, was there a single specialized state-wide agency devoted to school library media services. Under direction of Dr. LeRoy Lindeman, Utah led the nation with the development of the "IMC Concept" and school library media development. An excellent historical review of Utah Library and Information Services development was published in 1968, presenting a summary of landmark events (Knight, 1969).

The background of academic libraries (college and university) is not compiled except individually for each institution. A request for background and statistics was made by the author to the Utah Commissioner of Education Office in September, 1978. The reply from that office was to contact Richard Hayes, Director of the Library and Learning Resources Branch of the United States Office of Education. Therefore, the most recent study available for academic libraries and information services is Library Statistics Of Colleges and Universities, Fall, 1975 Institutional Data (National Center For Educational Statistics, 1977), supplemented by accreditation reports.

No study of Utah special libraries was found, and of the four broad types of libraries, special library and information services are the most difficult to deal with because of the diverse nature of the agencies they serve (religious, industrial, business, and other special settings).

PURPOSE

Based upon the brief foregoing background and setting, the purpose of this paper is to present a description of the current levels of Utah Library and Information Services by type of library (i.e. school, public, academic and special libraries). A secondary purpose of the paper is to clarify the role definition and function of each type of library to better understand the levels of service provided, but to avoid lengthy

statistical treatments and professional jargon, without first providing definitions.

SCHOOL LIBRARY AND INFORMATION SERVICES

Role Definition

The "IMC (Instructional Media Center)" is the term used to designate school library media and information programs in Utah by dictum of the Utah State Board of Education. The IMC is a learning center in a school where a full range of print and audiovisual media, necessary equipment, and services from library/media professionals are easily accessible to students and teachers. Media, often referred to as instructional media, is "print and audiovisual forms of communication and the accompanying technology. (Wood, 1976, p. 9-10)

The school media centers' role has been defined recently by Amey (1974, p. 15):

1. The unique role of the school library [IMC] ... is to serve the instructional needs of a limited clientele—students and teachers.
2. A good school library [IMC] is curriculum-oriented; it contains materials (frequently in multiple copies) limited to areas of study emphasized in the teaching and learning programs of the school.
3. Essentially, the school library [IMC] is an integral part of the school. It is an accepted principle that the aims of a school library will reinforce the aims of general education.
4. A school library [IMC] is a co-ordination of informational and enrichment services ... for staff and students, utilizing organized material in all forms through direction and guidance of professionally trained personnel.

A more recent study (Porter and Buckingham, 1978) was prepared by Barry Porter, formerly of the Utah State Library and now State Librarian for Iowa and Betty Jo Buckingham, consultant of the Instructional and Professional Education Branch of the Iowa Department of Public Instruction. The study deliniates roles of the school and public libraries, suggesting:

1. The school media center is a service center designed for use by elementary, middle school, junior high and senior high students, teachers and administrators. Its distinctive function is its instructional role. It supports the curriculum and meets educational needs by providing a rich

variety of materials, equipment and services. It is sometimes called an instructional materials center both because students learn library or media center skills, and because they can read, view, and listen for knowledge and enjoyment, choosing from a variety of media. It is also frequently styled a library or library media center. Instruction, formal and informal, enables the librarian or media specialist and teachers to teach students to use materials with discrimination, judgement and appreciation.

2. There are two major emphases in the school media center. There is the opportunity to furnish the intellectual atmosphere and the materials to help students develop an appreciation for good books and the love of reading. Curricular and idependent study needs are met by a variety of books, periodicals, pamphlets, reference, and audiovisual materials accessible to students and teachers through the school day. The quantity of material is designed to staisfy the demands of individual and classroom projects.

3. Teachers use the school media center as a resource preparation and planning center. Teachers and administrators consult with the librarians or media specialists on evaluation, selection and utilization of materials and equipment but final responsibility for selection and evaluation is that of the media specialist or librarian.

4. Provision for excellent school media services is basically the responsibility of the local school board which delegates authority for this program to its superintendent. The superintendent and library or media supervisor and/or the library media specialists, work together to plan budget, quarters and equipment purchases.

A recent American Library Association publication, Steps To Service: A Handbook of Procedures For The School Library Media Center (Nickel, 1975, fourth printing, 1978, p. i-3) provides a discussion of school library media center. It suggests that the school media center or library as a term is not so important as the unified media program provided. Media may include transparencies, a bird's nest and other authentic objects, tape cassettes, microfiche, filmstrips, recordings, books, magazines, pamphlets and models. These are the print and nonprint resources used in the intructional program or for the recreation and enjoyment of students. The librarian can no longer say "Books are my business," and the audiovisual coordinator does more than get films and projectors for teachers and push carts to classrooms. Media is the business of teachers, media coordinators and other specialists who facilitate learning in the schools.

The school library media center functions as a vital instrument,

as well as a basic reuirement, for quality education. It reflects and supports the philosophy of the school; it shares and implements the schools aims and objectives. The IMC functions not as a separate entity, isolated from the total school program and its activities, but rather is totally involved in the teaching and learning process.

Utah School Library Media Services

Dr. LeRoy R. Lindeman, Utah chief media specialist and administrator of the Curriculum Division of the Utah State Board has emphasized the unique contribution of the media center to the teaching learning process:

> Research and experience indicate that some concepts are more easily demonstrated and understood by the learner through study in detail of a static object. Other concepts require motion to most clearly convey their meaning. In addition students learn best when they integrate new learnings with things they already understand. They can handle verbal symbols meaningfully only when background provides them with concrete experiences from which they can transfer meaning. To expect them to learn directly from highly abstract verbal experiences is folly. All they learn to do is to manipulate and recall meaningless symbols when the correct stimulus is presented. This is learning at the lowest level. It is quickly forgotten.
>
> The media concept must be an integral part of any attempt to significantly individualize instruction. In the traditional educational program it could have been a the cake; but in an in an individualized educational program, it is an essential ingredient. It is the leavening agent. (Utah State Board of Education, 1971, p. 3)

As a dynamic and integral supporting element of the total educational program in Utah, the school media program should be many things, including a resource center, a learning laboratory, a teaching agency, a service agency, a coorinating agency, a guidance agency, a center for recreational reading, viewing and listening, as well as a stepping-stone to other community resource centers and to desireable lifetime (Nickel, 1977, p. 1-2)

The school library media center [IMC] then, functions in Utah as a central source of all kinds of teaching and learning materials, and is an essential element which undergirds the school curriculum. An excellent series of pamphlets provide the details for understanding and evaluating school media programs as developed under the direction of the Utah State Board of Education. They include Media Purpose and Personnel; Media Facilities,

Equipment & Materials; Media: Exemplary Systems; Media: How Are We Doing? and Media: How Are We Doing - At The District/Regional Level? This series of five guideline pamphlets developed from the late 1960's until the present time provides a unique means of assisting individual schools, districts, and regions to measure and evaluate media programs over a continuing period of time. They are meant "to assist in setting and accomplishing of short-term objectives, as well as long range goals." Exemplary Systems provides a documentation of media centers which have been assisted in their program development through special funding, and includes media systems [IMC's] in new modern buildings and outstanding centers in older more traditional buildings. In all cases, the factors of success of these featured centers have been the cooperation and teamwork of the administrators, the teachers, the media coordinators [library media specialists] and the public served.

Dr. Walter D. Talbot, State Superintendent of Public Instruction has said of these exemplary programs that:

> More is involved than facilities, materials, furniture, and equipment. There is a spirit and a philosophy of service and function that is a significant departure from the traditional "library" or "study hall." When the vision is caught by students and staff, learning assumes more productive direction and dimensions.
>
> Educators at all levels of operation are encouraged to visit and observe the functioning of the exemplary media programs and to utilize or adapt ideas, procedures, and materials as these may contribute to improvement of programs and facilities in their own schools. (Media: Exemplary Systems, p. 2)

Status of Utah Library Media Centers

The concept of developing media [library and information services] in "phases" is provided by Media: How Are We Doing? The current publication is a revision of the original document which was used for over four years throughout the state of Utah. The recent ALA-AECT (American Library Association and Association for Educational Communications and Technology) national standards for school media programs were considered for this revision, along with input from many specialists in Utah. The publication was designed specifically to assist schools in identifying, defining, and evaluating critical needs, as well as strengths, in their media programs. The use of automation applications (computer systems) to analyze collected data provided a means to develop "media profiles" of each school district as a composite picture of the status of school library and information services in the state. The statistical data displayed in figure 1 on page seven

Figure 1 Media Profiles of Utah School Districts

District By Number of 1978 Ranking	Phase Value Average (1 to 4)	Total Points Average	Rankings By Years 1977	1975
1	3.237	48.6	2	1
2	3.134	47.0	1	11
3	2.940	44.1	5	4
4	2.903	43.6	7	2
5	2.834	42.5	4	7
6	2.832	42.5	3	3
7	2.761	41.4	9	6
8	2.758	41.4	8	8
9	2.655	39.8	10	9
10	2.600	39.0	11	25
11	2.589	38.8	33	14
12	2.548	38.2	12	16
13	2.374	35.6	14	12
14	2.365	35.5	21	17
15	2.355	35.3	17	31
16	2.339	35.1	38	39
17	2.308	34.6	16	27
18	2.302	34.5	22	31
19	2.301	34.5	13	22
20	2.271	34.1	28	33
21	2.258	33.9	15	10
22	2.245	33.7	18	23
23	2.242	33.6	23	24
24	2.238	33.6	6	5
25	2.235	33.5	20	20
26	2.176	32.6	26	21
27	2.158	32.4	19	26
28	2.154	32.3	25	34
29	2.081	31.2	29	19
30	2.040	30.6	31	28
31	2.026	30.4	30	17
32	2.001	30.0	24	30
33	1.858	27.9	27	15
34	1.809	27.1	34	13
35	1.782	26.7	39	37
36	1.779	26.7	32	28
37	1.752	26.3	36	35
38	1.623	24.3	35	36
39	1.572	23.6	37	38
40	1.326	19.9	40	40
State Average	2.238	33.6	32*	27.5*

*Given by point average rather than ranking since this cannot be computed

is given without identification of the specific school districts to avoid undue embarrassment over the relative rankings and the confidentiality which was suggested to the author in obtaining these statistics. The input for the profiles included the elements of philosophy and program, personnel, facilities, equipment, and the materials collection. It is given in this brief form in keeping with the avoidance of long scholarly statistical treatment in this paper.

The districts are named in broad catagories (quartiles, i.e. top 25%, next 25% and the lower 50%). It should be noted that some of the less financial able districts are included in the top quartile and that the priority given media program objectives and goals do not correlated with affluence, but by the dedication to develop excellent media programs.

The districts ranked in the top 25% compared to state guidelines are in alphabetical order, Jordan, Logan, Milliard, Morgan, Murray, Provo, South Sampete, South Summit, Uintah and Washington school districts. Those school districts ranked in the next quartile in alphabetical order include Carbon, Emery, Garfield, Iron, Kane, Ogden, Rich, Salt Lake, Sevier and Wasatch. Those districts ranked below the mode (mid-point on the rankings) in alphabetical order include Alpine, Beaver, Box Elder, Cache, Daggett, Davis, Duchesne, Grand, Granite, Juab, Nebo, North Sampete, North Summit, Park City, Piute, San Juan, Tintic, Tooele, Wayne and Weber.

One will note the changing status over the years since 1975 by a review of the display given in figure 1, page seven. Although there has been steady improvement, more could be done expecially with districts which continue to rate very low on the meaurement provided by the state guidelines. More qualified district supervisors need to be appointed.

Summary

One of the most critically deficient areas identified by the foregoing review is the use of less than certified or professionally prepared media coordinator (library/media specialists), especially in the elementary school media centers. Some districts are functioning in out-moded programs with aides and clerks who do not understand the sigificance of development of reading, viewing and listening skills. It is in the elementary media centers where the basic patterns of reading, viewing, listening and effective use of library and information services are set for the life time of future citizens.

The classic study of the effect of centralized library media centers upon the basic learning of elementary children was done at Rutgers University (Gaver, 1963). That study revealed that where there are centralized library media programs with professionally prepared library media specialists, remedial reading is far less a problem than in other schools. It was also suggested that the teacher's preparation in the effective utilization of library media programs has direct correlation with the effective use by students and the ammount of reading they do. With the contemporary focus of "basics" in reading and other related scholastic abilities, citizens should be informed that "library media centers" are basic to the successful lifetime habits and skills of reading, viewing, and listening. To have a "good" media program is not good enough! Someone has said that "good" is the greatest enemy of "excellent" programs. To be satisfied with anything less than excellent school library media programs, with professionally prepared library media specialists, should not be condoned. From the point of view of the author, after reviewing the data and research regarding library media centers in Utah, the single most important step to improving school library and information services is to insure that professionally qualified personnel are available in every school media program, especially the elementary! Also of importance is the preparation of teachers in the effective utilization of library media programs in their teaching and facilitating the learning experience of students. In the past many parents were content to say: "What was good enough for me as a student is good enough for my son." The opposite is true today; parents now know that what was good enough for them is definitely <u>not</u> good enough for their children. (Gaver, p. 129)

> Whatever form the soul-searching regarding the education of youth may take, sooner or later it has to reckon with the adequacy of the library resources in the schools. . .In the education of all youth, from the slowest learner in kindergarten to the most intelligent senior in high school, an abundance of printed and audio-visual materials is essential. (Standards for School Library Programs, ALA, 1960, p. 3)

> Every school, regardless of size, should have an instructional media center. It should be a center of the instructional activity in the school and not a warehouse. It should not be a separate room, but and extension of the classrooms. In fact, one criterion for evaluating a media center is the difficulty in defining its boundaries. It should extend throughout the entire school [with the able help of a professional prepared library media specialist and media minded teachers]. (LaRue Winget, Associate Superintendent, Utah State Board of Education Instructional Services, in Media: Facilities, Equipment and Materials, p. 3. Bracketed statement added for emphasis by the author)

PUBLIC LIBRARY AND INFORMATION SERVICES

Historical Setting of the Public Library

The public library is an important factor which directly effects the quality of life of all Utah Citizens, young and old alike. If it is poorly supported, with little concern for what it may add it effects the quality of life by the absence of information and knowledge readily available for learning and leisure study. If it is supported by a show of understanding and use, the public library becomes a community center of cultural, learning, and enriching experiences. This institution directly effects the ability of a community to sh[illegible]lements of civilization and culture, as well as pride in an organization which is as meaningful to the republic and to the freedom of citizens as the right to vote for those who govern. The public library is the single source in a community where free access to all needed information is essential to our democratic way of life. Without adequate public library and information services, no state can claim to be free in the sense of having an informed electorate. The public library serves an especially important role in the pattern of library serices in Utah. The university library, the school library, nor the special library can serve the unique role played by this basic American democratic institution!

The roots of the public library system go back to the Founding Fathers who believed free access to information services was the most significant guarentee for a free people and an informed electorate. Volumes have been written concerning the public library movement in this country. A brief statement on that development generally, and in Utah specifically, provides an important backdrop for the discussion to follow on the status of public library and information services. It also helps to differentiate the unique role and function of the public library.

In one of the classic volumes, The Foundations Of The Public Library Movement (Shera, 1965), it is stated that:

> Less than a decade after the Pilgrims landed at Plymouth Rock, John Endicott's pioneer settlement at Salem received a collection of books that evidently was intended for community use. Two and a quarter centuries later the citizens of Boston, inspired by the enthusiasm of their municipal leaders, voluntarily appropriated from the city treasury enough money to inaugurate a free library that was to become the cornerstone of the American public library system. Between these events more than two hundred years during which the public library pattern, under the influence of continuing economic and social change, was slowly taking shape. . .

> Culturally the change was no less complete. An initial dependence upon Europe was superseded, at first, by awkward attempts to create a native literature but, afterward, by the full and mature expression of Emerson, Hawthorne, and their contemporaries. While primary human needs were satisfied and economic conditions made possible the attainment of cultural advantages, men began to seek those activities which would extend experience beyond the tedium of daily toil and give to life a new depth and meaning. In this search for cultural expression, the desire for books was conspicuous. But even as late as 1850 the supply of books was not so great that the wants of certain users, expecially the scholars, were easily satisfied, so group ownership was the only feasibel solution to the problem of scarcity. (Shera, p. 245-246)

Town libraries were established by donations of books, a few formed library societies, and what has been called the "social library." But by 1855, the public generally lost interest in the social library and an effective substitute was needed.

A more effective substitute was found, and that substitute was the modern public library, free to all readers of the town, supported from public funds, and an integral part of local government, serving all the people.

> If future generations can learn anything from examination of library history, it is that the objectives of the public library are directly dependent upon the objectives of society itself. (Shera, p. 248)

There are three basic factors making up our new, largely manmade environment which determines in large part our quality of life. The first is matter, the second is energy, and the third is information. The three factors are related. The supply, as we are learning, of matter and energy, is of finite quantities and cannot increase. Information, which is the pattern of organization of matter and energy, has a poteniality of infinite supply (Parker, National Commission on Libraries and Information Science, May, 1974, p. 10).

All of society's expenditures on science and technology and on research, development and discovery in all fields may be viewed as an investment in the production of knowledge and information. The knowledge/ information industries have now become so large that they account for half the total national product, surpassing agriculture and mining as the essential resource for production (Drucker, 1969, p. 263).

It is the relationship of the public library, how it has developed historically in the United States, and specifically in Utah, to the needs of our society which finds itself in a world of information explosion and energy depletion which must be addressed .

Role Definition

Public libraries are designed to serve the reading and information needs of all the people of all ages in its service area. The materials collections and services are to provide free access to the working, educational, recreational and liesure time needs of the entire community. Public libraries must have both print (books, magazines, newspapers, ect.) and non-print information sources (films, records, tapes, microforms, ect.) available for easy access, use and circulation.

The public library is the community's major center for reliable and up-to-date information for a clientle that reaches from pre-school to senior citizens. Public libraries should be located near major traffic arteries and have adequate public parking. The entire building should be accessible for the physically handicapped and in locations that entices the users to come into the informal atmosphere of the public library. The use of the public library is voluntary with services and materials for all users planned to satisfy their individual needs and interests. It serves as a "free university of all the people." Nearby university library and information services can not replace nor meet the needs of this special clientele because university library collections are developed specifically to meet the needs of students in higher education and researchers. To think the university library can meet the needs of the public is folly, but a folly often fallen into by unthinking, well meaning citizens and government officials. The best that a university collection may do is to augment the information sources of the public library, but may never substitute for such service.

The greatest single enemy to the development of the Logan City Public Library and the Cache County Public Library services, for example, is the proximity of Utah State University. The USU library is inadequate for the present needs demanded of it by students and faculty of USU, but the myth persists in the minds of many that there is little need to develop public library service in the shadow of the university library. Reasoned thinking and knowledgeable on-site analysis will reveal the falacious argument often put forth by citizens and governing officials in similar circumstance.

Utah Public Library and Information Services

A review of Utah library history was made by the then Professor of History at the University of Utah, Levi Edgar Young in 1918

in the Utah Education Review (May, 1918, p. 17-19). He carefully followed the development from when the Mormon people lived at Nauvoo, Illinois, where a public library was established. Young notes that Utah was possibly the first "commonwealth" to establish a public library west of the Missouri River in the founding of the Utah Territorial Library (with a free public reading room) which was established by a resolution approved by the legislature October 4, 1851. William C. Staines was appointed the first librarian in Utah. This first public library opened in Salt Lake City in the basement of the Social Hall. A catalog of holdings (collection) was issued in 1852. For an interesting treatment on the first librarian and library in Utah, readers may review the interview/history given by a USU Library Media Graduate (Russell, 1977, p. 10-18), which gives a number of original sources.

Early public libraries were established at Ogden, Spanish Fork, Pleasant Grove, Saint George, Tooele, Lehi, Provo, Logan and Ephriam. An act passed in 1864 and known as "An Act To Incorporate The Saint George Library Association," depicted the spirit of the Utah Public Library Movement. It gave the purpose of the Association with a board of seven directors elected annually, to appoint a librarian, and other officers as deemed necessary.

Not quite a century later, the Utah Library Commission was established and mentioned earlier, in 1957, with Russell Davis, formerly a librarain at Utah State Univesity, appointed Director. A summary of the establishment of the Utah Library Commission is given by Davis in 1958 (Utah Libraries, p. 9-12) suggesting this new service agency . . . "will bring support so strong from satisfied patrons that public libraries may grow to be an even more vital force in our modern society."

The Utah State Library, as administered by the Commission, encourages public libraries with consultant help and is reponsible for developing standards for the improvement of public library services. It provides supportive library service such as centralized purchasing, cataloging and reference "back-up" service by phone. A film collection is maintained along with bookmobile and other services, such as service to the deaf and physically handicapped. The State Library encouages the development of all types of library media services throughout Utah.

The most definitive study of Utah public libraries was conducted by two sociologists from Utah State University (Joseph A. Geddes and Carmen D. Fredrickson, 1956) and was published as USAC Bulletin number 393.

Many of the inadequacies of Utah public libraries summarized in that study remian with us today, in spite of the valiant efforts and progress of the Utah State Library Commission under the able direction of Russell Davis:

1. Far too wide a distance exists between library ideology and objectives set up in programs.
2. Libraries have not kept up with changing conditions.
3. Favored localities reap large advantage while rural areas cannot provide needed services.
4. Cooperation in using library resources dwindles not so much from uncooperative attitudes among the people as from cumbersome independent organization of libraries.
5. Small library revenues effectively exclude most Utah libraries from making use of fast transportation so characteristic of the era.
6. Effective standards of employment, training, and salaries of librarians are almost nonexistent.
7. An outworn philosophy of laissez faire, abandoned in nearly all states, still prevents Utah from a state partnership with local governments in building strong library systems.
8. Only two counties have integrated library services.
9. Regularized research and independent appraisal of libraries have not yet been established. (Geddes and Fredrickson, p. 5-6)

Statistics which are readily available for public libraries, are published annually as a state document by the Utah State Library Commission as Utah Public Library Services. Although the Utah State Library Commission has done much, much more remains to be accomplished. Especially in the development of library systems (number 7 above) and the development and implementation of standards for training (number 6 above).

A summary of spending per capita by county is displayed on page 15 following. It may be noted that there have been marked improvement for some counties such as Grand, moving from a low 24th ranking in 1975, to 11th in 1977. Replacing Grand in 24th spot in 1977 was Cache County, which had moved up from 27th place but remains perenially in the lower level of public library support in the state. Salt Lake County remained the leader in the rankings and is the only library system above the state average, an interesting phenomenon supporting items 1, 2 and 3 above. The lack of library systems is indicative of item 8, and the lack of research based literature supports item 9. More must be done to develop stronger cooperation for the development of library systems. The citizens must be educated to what such progress may mean in terms of efficiency and improved library and information services.

Figure 2

COMPARATIVE TOTAL LIBRARY SPENDING PER CAPITA — BY COUNTY

1975			1976			1977		
1.	Salt Lake	*7.49	1.	Salt Lake	*7.79 St. Avg.	1.	Salt Lake	*9.08 St. Avg.
2.	San Juan	5.69 St. Avg.			**5.03			*5.81
		**5.39			*	2.	Emery	4.76
		*	2.	Emery	*4.03	3.	Utah	*4.72
3.	Utah	4.75	3.	Wasatch	*3.98	4.	Wasatch	4.57
4.	Davis	**4.72	4.	Utah	*3.94	5.	Iron	*4.43
5.	Wasatch	*4.28	5.	Iron	*3.90	6.	Davis	*3.98
6.	Millard	4.16	6.	Davis	**3.82	7.	Box Elder	*3.83
7.	Iron	3.95	7.	San Juan	*3.61	8.	San Juan	*3.73
8.	Garfield	3.55	8.	Millard	*3.56	9.	Garfield	3.36
9.	Weber	*3.51	9.	Garfield	*3.15	10.	Millard	3.31
10.	Emery	*3.29	10.	Morgan	2.96	11.	Grand	*3.10
11.	Kane	*3.20	11.	Rich	2.74	12.	Washington	*3.09
12.	Sanpete	*3.12	12.	Weber	2.73	13.	Weber	3.02
13.	Washington	*2.93	13.	Sanpete	*2.69	14.	Sanpete	2.98 Median
14.	Beaver	2.92 Median	14.	Grand	2.63 Median	15.	Morgan	2.83
15.	Rich	2.87	15.	Box Elder	*2.62	16.	Rich	2.74
16.	Uintah	*2.79	16.	Washington	*2.61	17.	Summit	2.72
17.	Box Elder	*2.72	17.	Uintah	*2.52	18.	Kane	2.70
18.	Morgan	*2.71	18.	Summit	2.48	19.	Uintah	*2.63
19.	Piute	2.67	19.	Tooele	*2.48	20.	Tooele	*2.62
20.	Tooele	*2.67	20.	Carbon	2.42	21.	Beaver	2.61
21.	Carbon	2.50	21.	Kane	2.40	22.	Juab	2.41
22.	Summit	2.34	22.	Piute	2.39	23.	Piute	2.39
23.	Sevier	*2.31	23.	Beaver	2.35	24.	Cache	*2.30
24.	Grand	2.03	24.	Cache	*2.02	25.	Sevier	*1.91
25.	Daggett	2.00	25.	Juab	*1.86	26.	Daggett	1.72
26.	Duchesne	1.99	26.	Sevier	*1.77	27.	Wayne	1.65
27.	Cache	*1.95	27.	Daggett	1.72	28.	Carbon	*1.51
28.	Wayne	1.78	28.	Wayne	1.65	29.	Duchesne	*1.27
29.	Juab	*1.65	29.	Duchesne	*1.26			

* Capital outlay not included in Average

** School funds included for Davis County

Taken from An Annual Report, 1977, Utah Public Library Service, as prepared by the Library Commission of Utah, p. 22.

Salt Lake County's Whitmore Library (headquarters) is a remarkable demonstration of what adequate public library support may contribute to the quality of life for all citizens in a service area. More than 50,000 citizens used the Whitmore Library in its first month of operation, with expansion becoming necessary one year later. The Salt Lake County system serves more than 200,000 registered borrowers with the main building, and eleven branches and two bookmobiles. With some 170 employees, it provides perhaps the most modern, up-to-date library and information services in the state in providing more than 2,300 library sponsored programs, 180 bookmobile stops per week, housing near 700,000 items (books, periodicals, films, sound recordings, ect.) with an annual circulation of 2,023,185 in meeting individual needs of library patrons, with an average cost per capita of $8.98.

Other public libraries, such as Salt Lake City and Weber County systems, are providing "good" service, but more must be done to improve library and information services if even the suggestions of the 1956 study by Geddes and Fredrickson are to be implimented. Too often, as earlier stated: "good becomes the chief enemy of excellent" service development.

The Costs of Public Library Service (ALA, 1964, p. 9) suggested a figure of $5.41 per capita be provided for libraries in the West. Now in 1978, with inflation making that figure an out-dated standard, only one area in the entire state of Utah exceeded that level of support this year. A standard of support for adequate public library service in 1978, by the author's calculations, should be greater than $10.00 per capita per year. As noted in the table on page 15, the potential is less than half met in most communities.

Historically, as reviewed in this paper, the free public library represented a response to meet clearly felt needs to provide information and knowledge vital to the self-development, economic, as well as cultural and current understanding for all citizens. Through them the advancement of the community and the improvement in the quality of life is achieved.

The public library in Utah to day represents underdeveloped state and local resources. It is an essential resource which should play a unique role in this democratic society, an essential resource which was evisioned by the founders of the Republic as a guarentee of freedom. In Utah, the public library exists as an institution with a few notable exceptions, as an almost randomly distributed pattern of independent local service agencies and systems, only loosely coordinated with other libraries.

As a social institution, the public library system of Utah has not yet matured and although much progress has been made, the major recommendations made more than two decades ago remain, as yet, unrealized.

In 1972, an exemplary public library program cost just under $12.00 per capita per year (now estimated at more than $15.00 by the National Commission on Libraries and Information Science, May, 1974, p. vii). It is commonplace these days to say that public library and information services must be attuned to the needs of the people, but those needs are not well understood and we must develop greater understanding of them if we are to fulfill such needs. More research is needed on a continuing, systematic plan.

These needs of public library users (and potential users) are difficult to discover and express. Unlike the need for food, which is biologically determined and insistent, the needs for the public library in a social and economic context are created by access to adequate library and information services. Large groups of Utah citizens have been on a starvation library diet many years. Their conditioning to accept less than adequate library and information services is apparent from a review of statistics.

An investment in providing access to our most essential resource (information) for all our citizens at $15.00 is less than one is forced to pay for one evening's entertainment for his family at the local movie theatre. The public library is the single information agency and service where a citizen may go to explore the multi-facited sides of issues. The use of the public library is the guarantee for our freedom which is so basic that some citizens miss its great importance in providing a means of going beyond the shallow, biased, one-sided treatment too often exemplified in the newspapers and especially television. Parents complain of the violence on TV (and portrayed in the newspapers) with the low quality of programming, but may now have in the public library a new medium which for the first time will allow independent individualized program viewing on the TV.

As of the day of writing this report, videodisc is now a reality, having been introduced in Atlanta, Georgia as the marketing area for Magnavision, the trade name for the Philips North American subsidary company of Magnavox's new videodisc system. In form of records played on TV, the new system costs less than the videotape recorders introduced on the market two years ago.

Videodisc systems will plug into our present TV sets and have the storage capacity for 300/300-page books, or a film, slides, or any other of the present information media we now use. Videodisc provides an alternative to the present TV watching which involves our children in more hours of viewing time than they spend in school during their first 18 years of life. The public library will play an important role in collecting, organizing, and providing easy access to videodisc information systems. (Bradshaw, Utah Libraries, 1975, and Wood, AECT, 1978)

Summary

Public library and information services in Utah may be improved by first, providing adequate fincancial support, already available under Utah Law (Library Laws of Utah, 1963, issued by the Utah State Library). Public library trustees should become extremely familiar with these laws and be aware of a handbook being prepared by the Utah State Library for their information and use (Utah Public Library Trustee Handbook, draft copy, Utah State Library Commission, 1978). Some trustees and government officials have been so lax on reviewing the law that some trustees have served for years on library boards, keeping the status quo and failing to improve services, acutally in violation of the state library law which states that trustees (board of directors) may not serve more than two full terms in succession. (Utah Library Laws, p. 4) Much more agressive, informed and dedicated library boards of directors must be elected to improve the status of public libraries in Utah.

Secondly, standards of certification for training (now non-existant) must be created for library personnel if exemplary or even adequate leadership for library services is to be widespread. Too often the job of librarian falls to needy widows and others in need of a job to give them income. That may be philanthrophic with public funds, but it is a waste and hazardous use of public trust. Research has shown that professional library training is essential for the best library and information services to be provided (NCLIS, 1974, p. 184).

Utah public libraries and information services are for the most part long overdue for improvement to attain the status which these recommendations would achieve. Adequate library support and continuing evaluation and research of public library programs would do much to improve the quality of life in Utah. There is no getting around the

fact that most Utah communities must have at least double the present expenditures to get adequate library and information services.

As stated in the centenial publication of Utah Libraries: Heritage and Horizons (Hepworth and Clement, 1976, p. 102-103):

> Our libraries are information centers which satisfy the intellectual, cultural, and recreational quests of our patrons. We exist not only for those who seek us, but we seek those who need us. In today's world, we must become a library without walls by projecting ourselves into the community. We must go where the action is with our materials, our programs, and ourselves. We must become a recognizable entity in our part of the world, as we propel our libraries into the spotlight . . . .
>
> And so, the public library as it approaches the year 2000 will be adopting a new image. The days of tomb-like silence are passé. Instead, they are warm, exciting places to go and they embrace the populance from the "cradle to the grave." Children through senior citizens are welcomed at our doors. The most democratic of all our institutions, we extend ourselves to everyone, and we emphasize that we do not answer questions, but we answer people. We must become so much a part of our community's life that it cannot survive without us!

Improvement of public library service in Utah should match our goals with our heritage, match our freedom of access to information with our right to self-determined form of government. To committ less than an equivalent sum required for an evenings entertainment for a factor so basic to our way of life and which potentially contributes so much to the improvement of the quality of our life, is ludicrous.

> Today the free public library is a species endagered by budget cuts and runaway inflation. With Proposition 13 type measures proliferating, some of the first heads to role are those of the libraries, considered "luxuries" by many politicans....
>
> The result has been inevitable: many cities, towns, and counties are cutting back on public library funds and libraries themselves are being forced to cut back on staff, hours and book purchases-- just when they should be doing the reverse....
>
> The problem is so serious that the White House has scheduled a conference on library and information services next year. Rural libraries, which play a key role in community life, are the hardest hit.... Free access to information keeps America a democracy, and no one knows better than journalist-author-historian Harrison Salisbury, who recalled a different picture from his days in the Soviet Union. "There the book is still in chains," . . . with the equivalent of a card catalogues "at the end there will be enormous categories of books, which you cannot get. Without a free library, you have a society in chains!"
>
> (James V. Healion, "Some Public Libraries Have A Struggle," Logan Herald, December 14, 1978, p. 28)

ACADEMIC LIBRARY AND INFORMATION SERVICE

Role Defintion

The Cargegie Commission on Higher Education recently reflected upon the role definition of the academic library, stating:

> . . . the library, by whatever name, should occupy a central role in the instructional resources of educational institutions. Its personnel should be available not only for guidance to materials held in the collections of the campus, but should also, when qualified by subject-matter expertise, be utilized as instructors. We also believe that nonprint information, illustration, and instructional software components should be maintained as part of a unified informational-instructional resource that is cataloged and stored in ways that facilitate convenient retrieval as needed by students and faculty members. Obviously, libraries that assume these additional functions will also face additional costs. Some of these new costs may be offset by consolidating in the library budget those independent units which store and distribute learning materials and equipment. (1972, p. 33-34)

A later national report from the National Commission on Libraries and Information Science (1975, p. 17-19) reviews the changing role of academic library programs and additional problems to be faced. The NCLIS report suggests that these problems cannot be solved by individual institutions acting alone, or through local or state jurisdictions alone. A combination of Federal, state, local and private support is needed if institutions are to function most effectively. Combined with the university libraries are the college and junior/community college library/media programs. In some cases the libraries are so poorly housed and stocked that the qaulity of the instructional programs are seriously hampered. National standards for minimum qualifications of library media professionals are not viewed with the same degree of committment in all academic settings. Added to the problems generated from the past, now inflation, the information explosion, changing curricula, decreasing enrollments, and decreasing budgets are some of the reasons for slow growth of library and information services in the academic institutions of Utah, as well as in the nation.

The role of academic libraries may be hampered even more by recent problems in Utah. President Taggart, a retiring Utah University president recently reflected some of the critical problems facing his successor (Logan Herald Journal, November 30, 1978, p. 1-2). He suggested that the next president of Utah State University should be able to "take the tough act of denying salary increases, denying tenure or letting people

go who are not helping their college meet its goals." Later, in clarifying the press coverage, President Taggart praised the present USU faculty and described it as being both committed and able. "Its (USU) current eminence is the result of a conscious effort of the administration and colleges to apply stringent standards in the selection and evaluation of new faculty and, where necessary, to terminate or deny tenure to those whose productivity and performance have not measured up" (USU Staff News, December 8, 1978, p. 1). Although libraries were not mentioned directly by Taggart, implications are that they will have difficulty in maintaining their present status, which is less than exemplary. Idicative of these implications affecting university librarians was the recent action taken at the University of Utah to strip librarians of academic rank. This will undoubtedly effect other academic libraries.

Higher education generally will have a difficult time in the next several years. One of the most dramatic demonstrations of this occurred at the City University of New York (CUNY) when operation of the schools and libraries of that University closed their doors for a two-week period from May 28 to June 14, 1976, because no funds to continue were available. When the doors opened again, the library staff, students and faculty morale was extremely low. It may not get that bad in Utah, but the road for academic libraries is getting very "rocky."

Several recent academic library conferences, such as the Stanford University hosted meeting "Managing Under Adversity" have been held for librarians. The Eastern New York Chapter of the Association of College and Research Libraries (ACRL) recently met where speakers directed their comments to the topic of "Retrenchment in Higher Education: Implications For Libraries," which was summarized in College and Research Libraries News (January, 1976, p. 6-7). Another researcher presented a review of her visits to a number of libraries and how the severe financial problems were affecting the role of academic libraries in "Coping With Budget Adversity: The Impact of the Financial Squeeze on Acquistions," (College and Research Libraries, May, 1976, p. 266-272).

The role of academic libraries as suggested by the Carnegie Foundation Report first mentioned in this section gives a new direction with new problems compounded by the implications for higher education discussed above. The academic library has the role of providing traditional and non-traditional services to the students and faculty of colleges and universities, with the change occurring at a difficult time to justify even the "status quo!"

Status of Utah Academic Libraries and Information Services

Two very thorough studies of the University of Utah Libraries (Downs, 1965) and Brigham Young University Libraries (Downs, 1969), along with the more recent study made of Utah State University (Kaufman, 1978) were reviewed. Reports prepared for the Northwest Assocation of Schools and Colleges by each university were also reviewed by the author (BYU, 1976, U of U, 1976, and USU, 1976-77). A study titled "An Analysis of Selected Utah Academic and Vocational Libraries" completed at Brigham Young University (Thompson, 1973) was also reviewed, which presents insights into the status of the junior/ community and technical college libraries and information services. The most recent composite statistical study was published by the National Center For Educational Statistics in 1977 and some of the statistics are summarized in figure 3, p. 23, showing a comparison of Utah Academic Libraries and Information Services in terms of percent of general expenditures, volumes per student, and librarians as percent of library staff. All studies reflect generally, the difficult position of Utah Academic Libraries at a time of tightening budgets.

The national standards for academic libraries call for a 5 percent committment of general expenditures of education funds at colleges and universities to the operation of academic libraries. It may be noted from the summary displayed in figure 3 that few Utah Academic institutions are functioning at levels of national standards. Dixie College, as of the last reported statistical analysis, was spending 6.2 percent for library services, followed by Southern Utah State College with 5.6 percent. and Westminster College devoting 4.4 percent. The two state technical colleges were devoting the least, according to the reported statistics, with Utah State University spending the least percent of all university library programs. The efforts of several of the colleges mentioned is commendable, but the low level devoted to university libraries is deplorable, when at these institutions there is such a heavy reliance of the libraries in the support of research, in addition to the instructional programs of the graduate institutions. Half enough is far from even being a good measure of excellence, and the status of the university libraries must be greatly improved if Utah Higher Education is to remain a viable system. A measure of the academic institution is the library, and the analysis reflects poverty. The view of affluence as often suggested in such recent actions as the 1978

Figure 3

A Comparison of Utah Academic Libraries and Information Services

Institution	Percent of General Expenditures	Volumes Per Student	Librarians As Percent of Library Staff
Brigham Young University Main Campus	Not reported	105.3	43.2
University of Utah	3.8	90.2	37.5
Utah State University	2.9	48.8	28.3
Southern Utah State College	5.6	61.1	84.5
Weber State College	4.1	28.4	37.5
College of Eastern Utah	3.6	40.3	66.6
Dixie College	6.2	41.4	47.6
Snow College	3.8	32.1	66.6
Utah Technical College, Provo	2.1	6.6	72.7
Utah Technical College, Salt Lake City	2.0	4.9	43.1
Westminister College	4.4	59.0	50.0
Latter-Day Saints Business College	Not Reported	2.1	58.8
Stevens Henager College	.6	4.5	100.0

Data from Library Statistics of College and Universities . . . edited by Stanley V. Smith. Washington, D.C.: U.S. Government Printing Office, 1977, p. 383.

governor initiated budget cut of six million dollars, parred down to three million dollars, reflects more a concern for politics than for academic excellence which in turn contributes back significantly (+ or -) to the economics for the state of Utah. At a time of greatest economic growth the state has ever experienced is not the time to cut back accross the board on all state services. The problem is that the cut back hurts worst where the budgets are the tightest and the damage likely to follow on university library budgets already pressed heavily by inflation and errosion of library acquistions programs with the overly inflated prices for academic journals (over 2000%) will hamper Utah academic libraries for decades. An academic library is an investment which grows with time rather than diminishes. The sum of the whole is greater than its parts when it is strong and rich in information and knowledge, with the current store kept up to date. The needed resources cost much more for purchase when the books are older (and many out of print) than when purchased on a planned current program. Certain materials will be necessary for research and they will not be lower in cost at any time than with current prices.

The national average ratio of professional staff to total library staff is 42.1 percent (Bowker Annual of Library and Book Trade Information, 1977, p. 266). Reflecting another inadequacy of academic libraries is that Utah State University is 28.2 percent, the University of Utah is 37.5 percent, and BYU with 43.2. Utah State University, according to the Kaufman report, is deficient by some fifteen professional positions compared to the American Library Association "Standards For College Libraries (1975). Although the percentages do not reflect the whole picture, they are indicative of personnel problems in Utah Academic libraries, especially in the university settings.

Comparison of volumes per student is another indicator of the status of academic libraries. Brigham Young University led all academic libraries in providing 105.3 volumes per student, compared to 90.2 volumes per student at the University of Utah and 48.8 at Utah State University. The lowest ratio of volumes per student was the Technical College at Salt Lake City with only 4.9 volumes per student, and the L.D.S. Business College statistics reflecting but 2.1 volumes per student.

It is evident from the statistics reviewed that of all libraries in the state, second only to public libraries, academic libraries are facing not austerity, but crisis. If the academic library is a true

measure of academic excellence as suggested by many writers, Utah academic libraries reflect a crisis. The crisis will be even more devastating to academic libraries at the university level which take centuries to build with collections for research purposes. A tax cut which reflects in budgets of such institutions is not economy, but misunderstood and expensive mistakes which will of necessity need correction at higher costs in the future. Schockmel (1978) presents an excellent review of economic conditions affecting the academic libraries in a recent thesis completed at Utah State University.

Summary

Ten observations are made from the data and studies available:

1. Student per capita support should be at a minimum of between $100 per student for college libraries and near $200 per student for university libraries, based upon the 5 percent expenditures of general budgets.

2. Academic library financial support is substandard in relation to general expenditures in the great majority of Utah institutions.

3. A book budget to purchase a minimum of 100,000 volumes for the University of Utah and near that ammount for Utah State University (because of the need to greatly strengthen the holdings supporting graduate studies) would be near an adequate acquisitions program.

4. A balance of the library budgets for materials to staff costs would reasonably be placed at half and half, that is 50 percent of the budget devoted to staff and 50 percent to materials acquisitions.

5. The quality and quantity of materials collections are inadequate generally for all insitutions, but especially the state universities which rely so heavily on the library and information services for research related studies and activities.

6. The academic libraries are attempting cooperation of various kinds, including rapid sharing of materials via interlibrary loans and shuttle service. This is commendable. (A major benefit of the Utah College Library Council)

7. Most libraries lack the office of Systems Analyst, to plan integration of personnel, machines, and processes into effective and economically feasible operations for accomplishment of library objectives.

8. Although many new library buildings were constructed in the last few years, most are now inadequate except at BYU (completed in 1978). Utah State University for example, should provide seating space for 2,400 students and provides but 800 seats for students. (Seating should accomodate a minimum of 25 percent of the studentbody, according to national standards)

9. Students do not know the function and purpose of libraries in the academic institutions, and they lack the skill and knowledge to effectively utilize the information available to them.

10. Faculty members of the institutions of higher education generally do not know the functions, procedures, policies and operations of academic libraries. Public relations of all academic libraries should and could be improved.

The needs of academic libraries and information services in Utah are related to the goals of the parent college and university institutions. Libraries in institutions share the same problems, with the primary difficulties being economic. These problems are accentuated by inflation, the prospects of declining enrollments and the lack over a period of years of inadequate financial expenditures being made for academic library development.

Libraries, in cooperation with academic departments, should follow the national trend of improving bibliographic instruction and placing more emphasis on teaching students how to use the information sources and services more effectively. The long held view that "everyone at sometime, somewhere, learns to use the college and university libraries," is falacious. Articulated programs of instruction should be instituted with the school and public libraries for a unified approach to the problem. Brigham Young University and University of Utah are making major efforts to improve the level of bibliographic instruction. It is important that administrators, faculty and students be informed that the traditional "tour of the library," important as it is, is not the same as or a substitute for bibliographic and information sources instruction. Systematic pre-testing of students abilities and knowledge in library and information services, prescribed instruction, followed by systematic evaluation is very much needed in Utah academic institutions.

Faced with difficult problems of budget cutbacks, rather then the long overdue increases, combined with inflation, the academic library "night mare" continues. It may not be as bad in Utah as in some other geographical areas, such as New York, but the road for academic libraries has become exceedingly "rocky."

The personnel standards in most college and university libraries place more emphasis upon utilizing "non-professional" librarians who have not received training the field, suggesting a simplistic approach to the current needs of academic libraries. Although there are postions for other than librarians, most libraries fall short of meeting national standards for library personnel. The academic libraries lack the professional expertise at present to conduct adequate continuing research and systematic analysis to adequately plan for meeting current problems.

SPECIAL LIBARIES AND INFORMATION SERVICES

Lack of Studies and Data on Utah Special Libraries

Little has been published or written on the status of special libraries in Utah. Perhaps the most recent study indicative of the status of these libraries was one completed by Professor Robert Woolley of Utah State University (Woolley, 1975). That study was a report on the development of a natural resources and land use information system. After working with over one hundred specialized agency libraries within the state of Utah, several observations have been made by Woolley, including:

1. Most agency libraries (special) hold materials no longer in high demand by specialists of the respective agencies.
2. Index access to agency specialized libraries holdings is usually rather general and not as specific as one might expect within small technical libraries. This seemed to have the cumulative effect of frustrating agency personnel who tried to use their agency libraries as research resources. (Personnel correspondence with the author, December 7, 1978)

Role Definition

Special libraries have been closely tied to the institutionalization of research and development. Special libraries are distinguished by an unusual dedication to service and a strong willingness to innovate, according to Janice M. Landendorf (1973). Change is the theme which runs through every facet of American society today, and the transition from an industrial state to a post industrial civilization has impact on every societal institution, expecially libraries. The need for specialized services services and information sources is recreating the role of special libraries.

Special libraries are generally administered by personnel, often lacking professional training, but who take pride in the quality and range of their services, rather than in the size and extent of their library collections. They may be far more flexible in dealing with the problems of library management than other types of libraries. It is far easier to redesign a collection of 50,000 reports for use by their specialized clienentele then to redesign a collection numbering in the millions at academic libraries. The motto of the Special Library Association is "Putting Knowledge To Work" and the need for Utah's public to better understand the role of special libraries is evident as is the need for specialized libraries to have improved "networking" and other ties

to the information service needs of the state.

The role definition of special libraries is as important as any other if one is to understand the status of state-wide library and information services. The differentiating characteristics for these libraries are made by listing the following items:

1. Special libraries are differenctiated by where they are found. Many are located in private business, industrial, church, and government agencies. About 25 per cent of these special libraries are located in colleges and universities, with others located in companies such as insurance agencies, drug manufacturers, protroleum producers, banks and engineering firms.

2. Special libraries are differentiated by limitations of the "scope of information needs of special clientele" and the special interests of the agencies they serve. For example, the Claypool Map Library of Utah State University's History and Geography Department, or the Medical Library of the University of Utah, or the Genelogical Library of the Church of Jesus Christ of Latter-Day Saints. Others are found in newspaper offices (Salt Lake Tribune), specialized museums, or hospitals.

3. Special libraries are differenciated by the kinds of people or groups of people they serve. Special libraries are almost never used by "everybody" as with the public library. They are normally used by the personnel of the organization or institution in which they are found.

4. Most special libraries are differentiated by the "smallness" of collections, staff and the small space occupied. However, there are noteable examples of the exceptions of smallness as listed in item 2 above.

5. Special libraries are differenciated in role from other libraries by their emphasis on the information function. While other libraries may encompass the teaching/learning function, special libraries continue to be in need of providing information for immediate and utilitarian purposes. When they fail to meet the precise needs of the institution they serve, they cease to exist.

According to one authority, special libraries began when 26 librarians serving in special settings, met together to organize the Special Libraries Assocation in 1909. Fewer than 50 special libraries existed as such in the United States prior to this date. By the end of 1920 there were more than one thousand reported, and by the time a 1935 directory of special libraries was published, 2,000 were listed. By the middle of the 1950's, more than 5,000 were reported, with an estimate of 15,000 by 1970 (Strable, 1966, p. 3).

Continuing education of special librarians has been the topic of a recent report (Allen, 1974, p. 30) which concluded that "continuing

professional education in special librarianship as well as librarianship in general is essential." That study attempted to review the research literature of special libraries dealing with needs, and suggested much more research was needed.

Utah Special Libraries

According to the Utah State Library Commission's Reference Department, there are some 2,939 special libraries in Utah, including the Utah State Library's Division For the Blind and Physically Handicapped, 6 institutional libraries, 18 serving businesses and corporations, with 60 state government libraries and two federal government libraries. The Church of Jesus Christ of Latter-Day Saints accounts for a large number of special libraries in Utah with 11 institute libraries, 217 seminary libraries, 1,878 meeting house libraries and some 7 special libraries, including the mamouth genelogical library in Salt Lake City, holding the world's second largest microform collection. There are some 35 other church related libraries other than LDS in Utah.

When one reviews the status of special libraries in Utah the fact there are so many is of interest. Next is the large number of church libraries which many times are overlooked in the contribution made for special needs. There are a large number of government libraries which are not identified beyond the confines of the small number of patrons they serve with their agencies.

Special Libraries are listed in the current American Library Directory (31st ed., 1978, p. 1263 - 1269) along with other libraries in the State of Utah. A brief listing is given below to reflect the status of special libraries by sampling:

1. Thiokol Chemical Corporation, Wasatch Division Technical Library, with 50,000 volumes devoted to Solid Propellant Rocket Technology.

2. Bureau of Indian Affairs Library Media Center, holdings unlisted by count, and devoted to American Indian History & Culture.

3. United State Army, Dugway Proving Grounds Library, with one professional librarian and 4 technical employees reported, with holdings of some 20,000 titles devoted to a variety of subjects, such as biology, chemestry, ecology, engineering and mathmatics.

4. Church of Jesus Christ of Latter-Day Saints Library-Archives, holding more than 125,000 books, 30,000 microforms, and various slides, tapes, maps, overhead transparencies, and other materials treating Mormon History and Theology, with a listing of 63 staff members (29 professionals and 34 non-professionals).

5. Sperry Univac Salt Lake City Library, with some 2,000 books, 785 periodical subscriptions, and 5,000 documents including a number of audiovisual materials, listing one professional and one non-professional staff member. The colletion and service is devoted to Communications, Terminals and Defense Systems.

6. LDS Hospital Medical Library, with books, periodical subscriptions and other materials making up holdings of 52000 with one staff member listed and undesignated.

7. Primary Children's Medical Center with holdings devoted to Pediatrics. No staff or other details listed.

8. Utah State Historical Society Library, with holdings of 19,000 volumes, 400 periodical subscriptions, and some 6,100 microforms with various AV materials. A staff of 5 professionals and 1 non professional are listed.

9. Government Libraries are listed, including the U.S. Department of Commerce Field Library, U.S. Geological Survey Library, the Vetrans' Administration Hospital Medical Library, and several Bureau of Land Management Libraries, among the many.

10. Church of Jesus Christ of Latter-Day Saints Genealogical Society Library, with holdings of more than 1,000,000 rolls of microfilm, 30,000 microfiche, various audio tapes and AV materials, and more than 150,000 bound books. The same staff is listed for this special library as with the Church Library-Archives listed in item 4 above.

11. Spencer S. Eccles Health Sciences Library, at the University of Utah Medical School, with holdings of 49,800 books and over 30,900 periodical subscriptions. The collection includes more than 2,000 microforms and other AV materials. The staff includes 10 professionals, 18 clerical employees, and 7 student assistants.

12. Utah State Law Library, with more than 44,000 volumes listed.

Summary

When one reviews the status of special libraries in Utah, the need for better directories, indexing of holdings, and the need for better integration into the whole of state libraries is apparent. The great diversity of holdings, size, and special subject contents provides a major information source in the state, but with limited services to the citizens. Within pre-determined limitations, these resources could greatly augment the Utah State Libraries and Information Services. Means should be taken to initiate a study of special libraries in Utah, perhaps by the Special Libraries Section of the Utah Library Association, which would help provide more accessibility to the citizens of Utah as their special needs arise.

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